



PROGRESS REPORT

Submitted By

Merritt College
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To

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

October 15, 2004

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Statement on Report Preparation

On June 25, 2004, the Accrediting Commission for Community and Junior Colleges informed Merritt College that its March 2004 Progress Report had been accepted, and that the College had been removed from Warning Status. The college is required to submit a Progress Report by October 15, 2004, that addresses one college recommendation and four recommendations that require district initiatives and actions.

Vista's President was asked to continue her responsibility for district-wide coordination of accreditation activities. At the district level, Vista's President consulted with department heads to tabulate personnel actions in Recommendation 3, and formulate the roles and responsibilities in Recommendation 4B. She also worked with the Chancellor's Office, the board secretary, and board members on Recommendations 4A and 4C. The Finance Office contributed information on Recommendation 1 which was incorporated into a description of activities at the district office and shared with the four colleges. The Acting Vice Chancellor for Educational Services collaborated with the president of the District Academic Senate, and the Peralta colleges' Vice Presidents of Instruction and Student Services to formulate the response to Recommendation 2. (See below for participation). Merritt College's administrative team reviewed the statements and included a college response after consulting with various participants on district committees.

Since Merritt College's letter from ACCJC informing the college of removal of Warning Status was received in June, it was decided by the administrative team to delay telling the college community in order to plan a celebration and "Next Steps" presentation on Professional Day, August 16, 2004. The college has been actively engaged in accreditation processes since 2001, and a governance structure is now in place that can affirm and validate progress toward meeting accreditation standards. This report has been reviewed by the Council of Department Chairs, the Curriculum and Instructional Council, the College Budget Committee, the Faculty and Classified Senates, the College Council, and the Associated Students of Merritt College.

College Personnel Contributing to Merritt Recommendation Responses

Evelyn Wesley	President
David Dowell	Business Manager
Carmen Jordan-Cox	Vice President Student Services
Linda Berry-Camara	Vice President Instruction
Douglas Segar	Instructional Division Dean
Anthony Powell	Dean of Student Services

Recommendation 1: Merritt College

The college engage in a deliberate, focused and concerted effort to identify the most effective ways to assure that its institutional research and evaluation processes, policies and practices are developed and implemented within a timely and efficient manner. (Standards 3.A.1, 3.A.2, 3.A.3, 3.A.4)

For a variety of reasons (primarily budgetary), the college has not had a permanent researcher for more than four years. This has not prevented us from recognizing and attempting to address the need to focus on measuring institutional effectiveness. We have redefined our mission and institutional priorities. We have identified our core values, and will continue to apply them in establishing institutional priorities. We have engaged the college in identifying multiple strategies for defining outcomes measures, and have put in place a governance structure that is inclusive.

Progress to Date

1. Research and planning.

- The College President was successful in securing funding to hire a college Research and Planning Officer.
- Vice Presidents of Instruction and Student Services have met to identify and request needed data from the district Office of Research and Institutional Development in order to conduct evaluation processes such as program review.
- The college Research and Development Task Force met on March 2, 2004 to identify and discuss research needs in both instructional and student service areas. Key points discussed were, what data is presently available, and how can the District assist in data retrieval? What new forms of data would be valuable in assisting the college to accomplish identified goals? What measurements do we really need, and exactly why do we need them?
- The President held a meeting in mid-September 2004, with members of the Research and Development Task Force and members from the district Office of Research and Institutional Development. The purpose of the meeting was to revisit key questions posed at the March 2nd, 2004 Task Force meeting and to discuss the agenda for the October 13th, 2004 meeting of the Research and Development Taskforce.
- The college was awarded a Title III Planning Grant to plan and write an application for a comprehensive five-year Title III grant.

2. Outcomes initiatives.

- The Vice President of Instruction has trained faculty to identify course and program outcomes in order to enlist their participation in introducing the concept to the entire faculty. The Vice President of Student Services has initiated a process to address student learning outcomes within the Student Services Division.
- In Spring of 2003, the Vice President of Instruction began working with the Landscape Horticulture program on student learning program outcomes. In Fall 2003, program outcomes work was continued with Art and Astronomy programs.
- Since May 2004, the Vice President of Instruction has worked with Child Development contract faculty to identify student learning program outcomes. The faculty have expanded the outcomes work to include the program's community partners through meetings with community organizations and the program's advisory board. The faculty plan to present this work to part-time faculty at a retreat in February 2005, and to begin work on defining student learning course outcomes.
- A process was presented to instructional faculty on Professional Day, August 16, 2004, to address course outcomes through creating instructional department clusters, identifying outcomes for 1 or 2 courses, creating assessment tools for measuring those outcomes, and pilot-testing the assessments Spring 2005.
- The Vice President of Instruction attended the September 2004 Student Services Council Meeting to share initial information about student learning outcomes and the strategies the instructional divisions are using to begin identifying and assessing student learning outcomes.
- The Vice President of Student Services met with the Student Services Division in September 2004 and selected four departments as the first cluster within Student Services to participate in student learning outcomes assessment: DSPS, EOPS, Financial Aid, and Student Activities. The Vice President of Student Services and Dean of Student Services met with the four department heads to discuss departmental mission statements, the process for selecting possible learning outcomes, and mechanisms to assess those learning outcomes.

3. Governance.

- The college has completed development of its new shared governance system (see Appendix).
- The Academic Senate, Classified Senate and Associated Students of Merritt College have endorsed by-laws for the following governance bodies: College Council, College Budget Committee, College Facilities Committee, Council of Department Chairs, Curriculum and Instructional Council, and Merritt Technology Committee. All by-laws have been approved by the College Council.
- The college has identified the 11 standing committees that are part of the new governance system. The charge and membership of each of the following standing committees has been endorsed by the Academic Senate, Classified Senate, and Associated Students of Merritt College and approved by the College Council: Accreditation Committee, Financial Aid Petition Committee, Graduation Committee, Health and Safety Committee, Matriculation Committee, Scholarships and Awards Committee, Shared Governance Committee, Staff Development Committee, Student Due Process Committee, Student Grievance Committee, and Student Outreach Committee.
- The College Budget Committee (CBC) has undergone a major change over the past year in its composition, role and functioning. It is fully engaged in the process of reviewing the college's departmental allocations and expenditures for discretionary funds.

The CBC now has representation on the Peralta Community College District Budget Advisory Committee. The CBC is actively developing recommendations that reflect the interests of the college, and that better integrate the college budget processes with the district processes in ways that will improve budgetary/financial communications between the district and the colleges.

- The college has developed a consolidated committee meeting calendar for all governance bodies and standing committees.
- As part of the Fall 2004 Professional Day activities, the new college governance system was presented to the campus community with accompanying sign-up sheets for faculty and staff to indicate on which committees they would like to serve. This information is being used by the Academic and Classified Senate Presidents to select faculty and staff for governance bodies and standing committees.
- The College Council has approved the creation of a Task Force on

Integrated Planning and Budgeting (under the auspices of the College Council) that will serve as the initial planning body to define strategies the college will use to integrate its planning and budgeting processes. The role of the Task Force will include participation in training or facilitated work sessions to develop a shared understanding of planning processes, create a planning agenda, identify expected outcomes and measures of assessment, and clearly define the relationship between planning and budgeting.

Next Steps

1. Provide resources to conduct research in-house.
 - Hire a college Research and Planning Officer before the end of Fall 2004.
 - Secure copies of Cross Access (an interface database manager) for all college administrators and the Research and Planning Officer in order to mine data at the college level.
2. The Research and Development Task Force will meet on October 13th, 2004, with representatives of the District Office of Research and Institutional Development. The purpose of this meeting will be to present a list that outlines the needed data and measurements to assist the college in accomplishing its goals and objectives.
3. The college will request the district Office of Research and Institutional Development to collect feeder school data from the MIS system, and will work with Data Center technicians to develop the process for participating in CalPASS.
4. In consultation with the College Budget Committee, the Business and Administrative Services Manager will develop and implement an allocation model that makes the budget operational at the beginning of the academic year.
5. The College Budget Committee will develop recommendations to the district Budget Advisory Committee that will help insure that the interests of the colleges are fully taken into account in the budget process.
6. By mid-October 2004, DSPS, EOPS, Financial Aid and Student Activities will meet with their respective departments to draft mission statements and develop 3 learning outcomes for each department. The results will be presented at the October 2004 Student Services Council Meeting for broad discussion of the learning outcomes, mechanisms for assessment, and next steps.
7. By the end of October 2004, instructional deans will have met with the Real Estate cluster, Science cluster (Geology, Biology, Astronomy), and

Language cluster (Spanish and English) to identify student learning outcomes for 1-2 courses. The results will be presented at the November 3 Council of Department Chairs meeting for discussion on strategies to assess learning outcomes and next steps.

8. By November 2004, the college will conduct an orientation and training session on parliamentary procedures for committee chairs.
9. By March 2005, the Task Force on Integrated Planning and Budgeting will present the new Integrated Planning and Budgeting Model to the College Council for approval and implementation in 2005-06.
10. During the Fall 2005 semester, the college will plan and initiate a process in which labor market and outcomes data will be used to assess which programs should be expanded with additional resources, and which programs should be limited in scope and course offerings.

PERALTA COMMUNITY COLLEGE DISTRICT RECOMMENDATIONS

District Recommendation 1

The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines, and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by health care benefits. (Standard 9C.1)

Progress to Date

On June 2nd, the district reached an agreement with all three of its bargaining unions. Health benefits were renegotiated, with co-pays one of the negotiated items. Employees hired on or after July 1, 2004, will be provided with Medical benefits until they are Medicare eligible, with a ten-year vesting period for employees versus the previous five-year period.

In February 2004, a new actuarial study was completed with constituencies in agreement on its validity. The new study shows the district's liability to be \$115 million rather than \$150 million.

Analysis

There are four colleges - College of Alameda, Laney College, Merritt College and Vista Community College - within the multi-college Peralta Community College District. All union contracts are negotiated at the district level, and as such health benefits also are negotiated and determined at a district level. The colleges are represented on the appropriate committees that research, discuss, and negotiate contract issues. Clearly, the new health benefits package will reduce the future obligation of the district.

Additional Plans

The district is exploring opportunities to set aside additional funds to close the gap. At this time, the district has \$1.3 million set aside to cover the current cost of the medical liability. The district is looking into potential additional avenues and remedies that will assist Peralta in reducing the burden of this liability. In particular, the district is researching the issuance of Medical Benefits Obligation Bonds to fully fund the health retirement costs for current and retired employees over a period of time.

Merritt College Response

Merritt College will continue to participate with the district office and her sister colleges in assessing solutions to address this recommendation. The imminent hiring of a new chief financial officer should provide the necessary leadership.

District Recommendation 2

The team recommends that a district wide plan and implementation process be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges and the communities served by the district. The plan should include identified institutional outcomes with criteria for periodic evaluation. It is recommended that the district wide plan integrate the educational master plans and program reviews of the colleges. The team also recommends that the chancellor ensure that the plan and ongoing planning processes are communicated throughout the district. (Standards 3B.1, 3B.3, 3C.3, 10C.1, 10C.6)

Progress to Date

While the four colleges of the Peralta Community College District (PCCD) continue to develop and implement their own integrated planning and budgeting processes, an integrated district-wide plan and implementation process is being initiated. To this end, the district and campus leadership have validated the urgency of engaging in strategic planning in the district. The Council of Instruction, Planning and Development (CIPD) was designated by the Chancellor in Spring 2004 to recommend a model for district-wide integrated strategic planning. This proposed model was initially presented to the Chancellor's Executive Cabinet and Presidents' Council in September 2004.

The proposed model includes a district-wide strategic planning committee, a concept endorsed by the Chancellor. The committee consists of one representative from each district support unit (human resources, finance, educational services, IT, and facilities), one representative from the District Academic Senate, one representative from the Peralta Classified Senate, and two representatives from each college, a faculty member and a manager. Under the proposed model, the initial function of the planning committee will be to consider the proposed strategic directions of the district, as articulated by CIPD: **student success and increased access by the community.**

As the four colleges continue to develop their integrated planning and budgeting processes, central support units will construct plans that respond to the colleges needs in conjunction with the district's strategic directions. These unit plans will be continually modified to address the evolving needs of the colleges. It is proposed that every three years, the district-wide strategic planning committee will integrate the college strategic plans, the central unit plans, and the environmental scan to create the proposed strategic directions. Integrating the processes of the colleges around the strategic directions with the processes of the functional units at the district office constitutes the plan. The strategic directions are approved by the Chancellor and endorsed by the Board of Trustees.

Next Steps

The next step is for the proposed model to be reviewed by the governance bodies at each college campus. Their charge will be to review and provide recommendations on:

1. The strategic planning process;
2. The two strategic directions;
3. The composition of the strategic planning committee;
4. The timeline.

In November 2004 CIPD will consolidate the college recommendations into a single model. Continuing the consultative process, in January 2005 the strategic planning model will again be reviewed by the colleges and district shared governance bodies, including the District Academic Senate, Group of Advisory Faculty, Budget Advisory Committee, Chancellor's Policy Advisory Committee, and the Chancellor's Executive and Presidents' Councils.

The process has been initiated to conduct external and internal environmental scanning during the 2004-05 academic year in preparation for strategic planning which will begin in the summer of 2005. The Peralta Community College District strategic planning process will be officially launched during summer 2005 with a strategic planning retreat by the Board of Trustees. *Internal environmental scans* will include current educational master plans, program reviews, and district-wide demographics and resources. District and college *mission and values* statements have been reviewed and adopted during the past year and have been translated into the proposed strategic directions that sit at the heart of PCCD's mission.

If adopted, the strategic directions, **student success** and **increased access by the community**, would need to be communicated to all units. All units must know what they are and plan accordingly to support the implementation of strategic directions at the colleges. (To state the obvious, student learning/success occurs at the colleges, and the community accesses learning through the colleges.)

Evaluation of student success and increased access. Indicators will be used such as retention, course completion, assessment of progress toward student learning outcomes, and progress made toward reaching the district enrollment goal of 20,000 full time equivalent students (FTES).

Other Planning Activities:

CIPD would serve a coordinating role regarding the product of the consultation with the college constituencies and the central strategic planning committee. It would continue its function of developing, prioritizing, and coordinating district-wide educational activities. CIPD would assess the results that come out of the planning group for their adherence to the centrality of the educational enterprise, articulated in the strategic directions. The district's strategic plan would ultimately

be reviewed by the District Academic Senate (DAS), the Peralta Classified Senate, the Executive Cabinet, and the board of trustees to assure that student success and increased access by the community are achieved.

At the same time, the Budget Development Process Planning Committee (BDPPC) will continue to meet and work on the development of a transparent budget process that will be integrated into the plan in such a way that the planning—specifically educational planning as articulated by the strategic objectives—drives the budget, not the reverse.

While the colleges and central services acknowledge that much work lies ahead, that the timelines are very short, and that on the face of it the strategic planning process may appear complex, the participants have refused to compromise or shortcut the task at hand.

Merritt College Response

Merritt College faculty and administrators on CIPD participated in the “planning to plan” phase that resulted in the proposed strategic planning model described above. These college representatives have committed to disseminating the model to college governance bodies, collecting feedback, and conveying it to CIPD in November.

District Recommendation 3

The district has addressed part of this recommendation in appointing a permanent chancellor. The Progress Report should detail progress on the second part of this recommendation as follows: The team further recommends that the board of trustees direct the new chancellor to make stability of both college and district administrative personnel a priority. (Standards 10.C.1, 10.C.2)

Progress to Date

The district reassigned two Public Information Officers and two Research and Planning Officers back to the colleges in an effort to downsize the district office and to place the reporting responsibility back at the colleges. Because the Public Information Officers (PIOs) had originally been located at Merritt College and Vista College, they were reassigned to those colleges, and the two researchers were assigned to Laney College and College of Alameda. Included in the transfer was also a monetary amount intended to assist the colleges in hiring either a PIO or College Researcher. The work of the PIOs and Researchers will be coordinated with district activities to ensure efficient and effective use of resources.

In Fall 2003 there were 66 management positions at the four colleges and the district office. Of those, 10 were interim and 26 were vacant. In Fall 2004 there were 53.5 management positions, 9 of which were interim, and 8.5 vacant. Administrative stability of two of the colleges, Laney and Vista, was of primary concern. In both instances interim presidents were identified that have captured the support of faculty and staff at the colleges.

Analysis

The changes in leadership in the Laney and Vista Colleges' President's Office are generally regarded as changes that will provide administrative leadership and stability during the search for permanent presidents. Since the charge to the Interim President of Vista was to prepare the college for the move, begin a fundraising campaign, and provide leadership through a complex transition period, the Board asked that this be a two- year appointment. This appointment was approved by the State Chancellor's Office, which also approved offering a two- year contract for an interim position due to the extenuating circumstances of the transition period.

Merritt College Response

Merritt College has hired a Dean of Student Services (Board approved September 28, 2004), has hired a permanent Business and Administrative Services Manager (Board approved August 31, 2004), and has begun the selection process for an interim Dean of Humanities and Social Sciences. The permanent Dean will be hired before the end of the Spring semester. The college will continue to advocate for funds to fill its unfunded vacancies.

District Recommendation 4A

The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organizations of the district as well as the hiring, retention and termination of all categories of district and college staff. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2)

Progress to Date

The Board held a retreat on May 13, 2004, facilitated by the Chancellor and Associate Vice Chancellor of Human Resources. The Board reviewed and clarified its appropriate functions and roles. On June 8, 2004 they adopted a resolution to this effect and presented it to the Commission at the Commission's June meeting.

Analysis

The Board has relied upon the Chancellor for his recommendations. It approved the resolution awarding the master construction contract for Vista College on July 13, 2004, which essentially is the final contract for the construction of the new Vista building. The Board recesses during the month of August, but at its first meeting August 31, one trustee announced her retirement effective immediately, and three other trustees will not be running for re-election. At the present time most of the trustees are very involved in the numerous elections taking place in the district, cities, county, and at the federal level.

Merritt College Response

Merritt College affirms that the Board adheres to its policy role by relying on the Chancellor's recommendations to create and fill vacant positions, approve contracts for facilities modifications, and approve programmatic and curricular revisions.

District Recommendation 4B

The team further recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration so that the appropriate responsibility and authority and related accountability standards are established. (Standard 10.C.3)

Attached is Peralta Community College District's organizational chart. Following are descriptions of the roles and responsibilities assigned to the Board of Trustees and the district administrative offices. This is followed by brief analyses and then organizational charts and responses from the colleges with their roles and responsibilities.

BOARD OF TRUSTEES

Description

Peralta has a seven-member board with trustees elected from specific districts within the six-city area. The six cities are Albany, Berkeley, Emeryville, Oakland, Piedmont, and Alameda. The roles and responsibilities of the Board of Trustees, per Board Policy 1.05 – Duties and Responsibilities of the Board of Trustees, are to: appoint a chancellor as the district's chief executive officer; establish the district's educational priorities (see Board Policies 5.02 – 5.63 - Educational Services); establish policies for short and long-range planning; establish academic standards and policies for probation, dismissal, re-admission, graduation, student fees, and student conduct; establish policies for employment (Board Policies 3.03 - 3.91- Personnel), assignment, salaries and benefits for all personnel; determine operational (Board Policies 6.02 – 6.86 Business Services) and capital outlay

budgets; determine the need for tax levies and bond measures; establish policies for administering gifts, grants, and scholarships; ensure district properties are managed efficiently; monitor the use of public resources; and address the needs and concerns of students, staff and the community.

Analysis

The board has policies in place relating to the educational priorities of the district. This includes policies for short and long-range planning; policies for academic standards, probation, dismissal, re-admission, student fees, graduation, student conduct, and other policy issues relating to the educational integrity of the district. The board understands its role as a policy maker for the district.

This is an election year with four incumbents scheduled for re-election. On August 4, 2004 these four Peralta trustees decided not to file for their seats. There are nine people running for four seats. Of the seats which are open, one trustee represents Albany, Emeryville, and half of Berkeley; one represents the other half of Berkeley and part of North Oakland; one represents the Oakland area; and one represents Alameda and part of Oakland. With a majority of the trustees leaving the board, there will be a loss of history, as three of the trustees represent the historical memory of the board by having served for 12, 17 and 19 years.

The Chancellor and college presidents scheduled a candidate's night Tuesday September 21, 2004, to offer some training and assistance to those who have chosen to run. The Chancellor has also scheduled a training session for the full board to occur after the November election.

Merritt College Response

The college provided information through candidate's night activities to inform candidates running for election in Merritt's service area about programs and services at Merritt College. Individual candidates have met with the President to obtain a more in-depth understanding of the needs of the college. It is expected that the newly elected board will continue to function as a policy-making body.

Merritt functions in a shared governance environment. Leaders of constituency groups are representatives who serve on district-wide committees where policies are recommended and acted upon. Contact with the board comes primarily through the Chancellor, whose administrative interaction with Merritt College is normally through the College President. Merritt faculty and staff who participate on district committees directed by the Chancellor have an opportunity to voice faculty and college concerns directly to him. The President makes Board presentations, with participation from the Vice Presidents, Deans, faculty and staff, on college instructional and student services programs. Merritt's Student Body President also has an opportunity to make regular presentations at board meetings as a way of updating board members on the activities and concerns of students.

CHANCELLOR'S OFFICE

Description

The roles and responsibilities of the Chancellor are to direct the operation and administration of the district in conformity with board policies; formulate and recommend district policies to the board; implement board policies; serve as secretary to the board, attend all meetings of the board; prepare and submit to the board the annual budget for the district; control and administer the budget; recommend organizational structure of the district; maintain continuous review of educational programs with college presidents and recommend changes that will improve quality of the programs offered; provide leadership to the four colleges and the executive cabinet; establish accurate and complete record systems for all funds, student attendance, and inventories of equipments; represent the district at presidents'/principals' meetings of colleges, universities, and high schools; establish and maintain programs for recruitment, selection, development, and retention of competent personnel; maintain an active program of research as it relates to the development of educational programs; build partnerships with businesses, industries and community-based organizations; meet with governmental and legislative leaders; make decisions on the development and implementation of capital projects, and provide strong leadership to the district administrative staff.

Based upon board policy, the role of the district office is coordination among and the provision of support services to the four separately accredited colleges.

Analysis

A permanent chancellor, Mr. Elihu Harris, was hired by the Board of Trustees on May 1, 2004. The district operations are under his direction.

Merritt College Response

The college's primary interaction with the chancellor's office is through the President of the college and her interactions with him. When there are decisions made by the Chancellor that affect Merritt College, the President shares those, as appropriate, with the college community through college forums, administrative staff meetings, and governance committee meetings. The president of the college Faculty Senate participates on the Chancellor's Group of Advisory Faculty (GAF).

PRESIDENT'S OFFICE

Description

The college presidents meet monthly with the Chancellor as the Presidents' Council. Other interaction occurs monthly between the presidents and the Chancellor at the district Executive Cabinet meeting where all the district managers meet with the college presidents. The college presidents are also part of the Chancellor's Policy Advisory Committee (CPAC), which meets monthly. This

committee recommends policy changes to the Board of Trustees.

Analysis

The Chancellor uses his Executive Cabinet and Presidents' Council meetings to disseminate information and collect ideas from the college presidents. The duties of the presidents have expanded with the decentralization of a number of responsibilities formerly handled by the senior vice chancellor for educational services. The responsibility for accreditation, for example, is being handled by the President of Vista College.

Merritt College Response

The Merritt College community continues to see the role of the President as vital in defining the college mission and in setting specific goals that lead to college improvement. Under her leadership the college community has identified its core values, developed an inclusive governance process, and has begun to identify institutional priorities and learning outcomes that support student success and institutional effectiveness.

EDUCATIONAL SERVICES

Description

The roles and responsibilities of the Educational Services Division are to provide leadership and assist colleges in providing high quality postsecondary education through curriculum development and program review; maintain and recommend changes in academic and student policies; provide high quality enrollment management services; provide process for tenure review and faculty evaluation; perform long-range planning for the district's educational programs and services; provide research on demographics, educational, occupational and economic development trends to determine needs for institutional planning and change; coordinate all grants, contracts and special projects; assure that degree and certificate programs adequately prepare students to compete in a global market economy and transfer to four-year universities; maintain relations with schools and universities to encourage student access to education; provide leadership in student services programs; provide leadership for international affairs and international students programs; and oversee all admissions and records operations.

Analysis

Since the Senior Vice Chancellor for this division was appointed Interim President of Vista Community College, the current Associate Vice Chancellor of Admissions, Records, and Student Services has been named Acting Vice Chancellor of Educational Services. The Acting Vice Chancellor has implemented structural and procedural changes around decentralization in an effort to streamline the district's operations for this division. Certain functions that used to be the responsibility of this office are now in the hands of the college presidents and vice presidents.

Program review and tenure track evaluation are under the direct leadership of the colleges. The district office provides support for these activities.

TENURE REVIEW

Description

The staff assistants in the Educational Services Division are currently responsible for processing the student evaluations of all tenure track faculty, part-time faculty, and tenured faculty. The executive assistant to the Acting Vice Chancellor for Educational Services controls the flow and handles all the tenure review committees. There are monthly meetings with the facilitators, and two orientation sessions scheduled each fall and spring which include the college tenure facilitators, the faculty union, the District Academic Senate (DAS), and Educational Services Division personnel. An important area of oversight from the presidents and vice presidents is monitoring for consistency in the interpretation of contract language relating to the tenure track process.

Analysis

The Vista President took the lead on presenting the tenure review orientation in August. Monthly meetings are currently being held with the four facilitators and the executive assistant. Several procedures pertaining to the tenure review process are being examined in the Presidents' Council with the goal of the colleges fully assuming responsibility for the tenure track process. This work will be done through the appropriate shared governance process with the DAS and the PFT—the faculty union.

Merritt College Response

The college Tenure Review Facilitator meets with each Tenure Review Committee at the beginning of the academic year, provides an orientation of the process, and assists the committee with the candidate's annual evaluation plan. The Facilitator monitors each committee's progress toward meeting the deadlines established in the evaluation plans, and is readily available for consultation should questions arise regarding procedures. At the end of each semester, the Facilitator assesses adherence to the plan, and reports progress to the Faculty Senate president and the Vice President of Instruction.

PROGRAM REVIEW

Description

Peralta has a common course numbering system. Therefore, program review by discipline occurs simultaneously at the four colleges. The schedule for program review has been built out for five years to coincide with the accreditation cycle, with the sixth year devoted to preparation of the self-study. Vice Presidents of Instruction review the yearly schedule, make recommendations, and inform the Office of Research and Institutional Development concerning data requests. The Office of Research and Institutional Development staff members hold training

sessions each semester on the data and guidelines. Each semester, guidelines need to be adjusted accordingly for vocational programs. If a vocational program is also reviewed by an outside agency, then Peralta's program review builds on that.

Analysis

The four Vice Presidents of Instruction, working with the Acting Vice Chancellor for Educational Services, will verify the disciplines for which program reviews will be completed each year. A master list for the next five years is available and will need to be updated annually. Student services program review guidelines will need to be drafted for each semester / year and will be coordinated by the four Vice Presidents of Student Services working with the Acting Vice Chancellor for Educational Services.

Merritt College Response

The district Vice Presidents of Instruction and Vice Presidents of Student Services have committed to reviewing program review guidelines in order to streamline requested data and reduce redundancy. Data books are currently being generated for programs undergoing review in Fall 2004. At the campus level, the Vice Presidents will work with Deans, faculty, and staff to ensure the completion of program review, the infusion of program outcomes into the reports, and the integration of program review into the College Master Plan.

ACCREDITATION

Description

The colleges are responsible for responding to the specific recommendations pertaining to them. Responses to the four recommendations concerning the Board of Trustees and the district office have been coordinated by President Walters in conjunction with the district office staff and college presidents. The college Progress Reports will be submitted for the October 12 Board Meeting to meet the October 15, 2004 deadline of ACCJC. There will be an update for the board executive committee on the role of the board and a statement prepared on administrative stability. The Associate Vice Chancellor of Research and Institutional Development will detail functions vis-a-vis the college organizational structure and the district. The Acting Vice Chancellor for Educational Services will coordinate a response on integrated planning, and the Acting Chief Financial Officer will coordinate a response concerning the unfunded liability.

Analysis

There has been purposeful involvement of district personnel to address progress made on the four recommendations that relate to district and board functions. The board has committed to and acted upon the relevant recommendations. It will be important to continue the effort once the new board is in place to assure adherence to appropriate roles and responsibilities across the colleges, the district, and the board.

Merritt College Response

Since Fall 2001, Merritt College faculty, staff and students have participated on college accreditation self-study committees, on governance committees, and in outcomes work in a concerted effort to understand, engage in, and live the accreditation standards. Although there is still much work to be done, the college has put in place a governance structure, is establishing an integrated planning process, and has begun work on identifying student learning outcomes. The college has a much clearer understanding of the institutional excellence standard that it strives to achieve.

COUNCIL ON INSTRUCTION, PLANNING, AND DEVELOPMENT (CIPD)

Description

CIPD continues to be a relevant shared governance organ for the following reasons: 40% percent of students in the district take courses at more than one Peralta college in a semester; there is a common course numbering system in the district; and an accreditation recommendation is in the area of district-wide planning. CIPD is a district-wide curriculum meeting at which all four colleges are represented by faculty and administrators. CIPD meets eight times a year to review the work of the four college curriculum committees, and curriculum and program changes approved at CIPD go to the board and to the State Chancellor's Office for final approval. An educational support services analyst at the district office is responsible for maintaining the course database, the Program and Course Approval Manual, and course reporting mandates required by the State Chancellor's Office, as well as for preparing information for the board. CIPD membership includes faculty members appointed by the college faculty senates, articulation officers from each college, curriculum chairs from each college, and an administrator from the college (usually the Vice President of Instruction.) There are also ad hoc members, including at least one vice president of student services and the District Academic Senate president. This group also has begun to work on integrated planning district wide.

Analysis

Responsibility for facilitating CIPD has been transferred to the Acting Vice Chancellor for Educational Services and the Associate Vice Chancellor of Research and Institutional Development.

Merritt College Response

Merritt College faculty and administrators are active participants in CIPD. In regular attendance are the Vice President of Instruction, the chair of the Curriculum and Instructional Council, the College Articulation Officer, and the Supervisor of Academic Support Services. These four individuals serve on the college curriculum committee, and are engaged with curriculum issues on a daily basis.

OVERSIGHT OF THE CHILDCARE CENTERS

Description

The childcare center manager at College of Alameda was hired outside the bargaining unit as a manager to coordinate that center and evaluate employees at the centers at Merritt College and Laney College. The executive assistant in the Educational Services Division handles all the paper work for the one general fund contract and the CalWORKs contract that support the three childcare centers. There are many specific reporting requirements concerning the staff working at the centers and their ability to meet the licensing requirements annually. Vista Community College does not have a center. The childcare needs of its student body are met by outside providers funded through CalWORKS.

Analysis

The center manager reports to the Acting Vice Chancellor regarding the overall district contract and budget. College-specific issues, such as facilities concerns, are handled by the Vice Presidents of Student Services at the relevant colleges.

DISTRICT FACULTY AND STAFF DEVELOPMENT OFFICE

Description

The district staff development officer is a faculty member assigned as part of the PFT contract. The \$120,000 annual allocation negotiated with PFT is directly controlled by the individual college staff development committees. There is also \$18,000 in the Educational Services Division budget to fund flex day activities that occur district-wide.

Analysis

A new district faculty and staff development officer was selected following the PFT contract procedures. This person currently reports to the Vice Chancellor of Human Resources.

FLEX DAYS

Description

Peralta has permission from the State Chancellor's Office to have six flex days, which are currently spread across the academic year. It is the responsibility of the staff development officer, working with the college staff development officers, to organize and facilitate these days.

Analysis

The calendar for 2005-06 has been set and the information will be given to the acting vice chancellor for educational services. By scheduling flex days throughout the academic year, it is anticipated that there will be wider participation in activities by counselors and staff.

WORKFORCE AND ECONOMIC DEVELOPMENT

Description

This position in the Educational Services Division was defunded last year. Another district employee coordinated VTEA and Tech Prep, but has recently moved to Laney College to assume the position of Dean of Vocational Education. A staff assistant at the district is responsible for fiscal monitoring and reporting for these categorical projects, including coordinating submittal of the district's four college plans to Sacramento.

Analysis

There has been a determination made to fill the workforce and economic development position this year. This individual, once hired, will oversee and coordinate contract education, and workforce and economic development activities at the district.

Merritt College Response

The college has had minor success in workforce development endeavors in the community due to the time-consuming nature of assessing needs and designing programs. The district workforce development manager will assist Merritt College in identifying needs so that faculty can focus on curriculum development.

ADMISSIONS, RECORDS, AND STUDENT SERVICES

Description

Currently the admissions and records function is managed by the Acting Vice Chancellor for Educational Services, with staff located at each college, and nine staff members at the district office. Student service functions at each of the colleges are led by a Vice President and a number of Deans.

Analysis

With the transition in technology from the current legacy system to PeopleSoft over the next few years, this centralized district office function will continue to change and improve. In June 2004, this unit acquired the responsibility of recruitment and enrollment of international students.

Merritt College Response

Merritt College works collegially with Admissions and Records staff to best meet the needs of students. When necessary, the Offices of Instruction and Student Services consult with the Admissions and Records Specialist to determine procedures that will facilitate adhering to district policies concerning registration, grade corrections, and record management.

RESEARCH AND INSTITUTIONAL DEVELOPMENT

Description

This area is currently staffed by an Associate Vice Chancellor, a support services analyst, a research data specialist in assessment, and a research data specialist in matriculation. There is also a clerical assistant who is categorically funded and a staff services specialist who is funded with a combination of VTEA and general funds.

Analysis

This unit reports to the Acting Vice Chancellor for Educational Services. Responsibility for all educational grants, contracts and the monitoring of all categorically funded and specially funded monies falls to this group. This office also monitors the assessment contract with Alameda County.

Merritt College Response

The Office of Research and Institutional Development provides critical data used in enrollment management, program review, assessment of program and college productivity, and retention and course success data used as outcomes assessment. The college has engaged its services further through requests for facilitating the procurement of CalPASS, and through meetings of Merritt and district staff to identify additional questions and data that will assist the college in its outcomes and assessment planning.

DIVERSITY INTERNSHIP PROGRAM

Description

The diversity internship program promotes the development of diverse faculty through teaching internships at the colleges. The function is staffed by a reassigned faculty member who reports to the vice chancellor of human resources.

Analysis

This program has proven to be very successful. Graduates of it have joined the faculty at the four colleges.

PFT NEGOTIATIONS

Description

District negotiations with the faculty union are led by an outside labor attorney, working in consort with an administrative committee headed up by the Senior Vice Chancellor for Educational Services. Currently a college president, two college deans, and the Associate Vice Chancellor of Human Resources also sit on this committee. Through the Chancellor's leadership, all three union contracts were settled this year.

Analysis

Further negotiations will be handled internally by the Vice Chancellor of Human Resources and the district General Counsel.

INTERNATIONAL EDUCATIONAL SERVICES**Description**

The Office of International Education is charged with the recruitment of international students, and is led by an Associate Vice Chancellor for International Education.

Analysis

In the most current reorganization, the Associate Vice Chancellor now reports to the Acting Vice Chancellor for Educational Services.

DISTRICT ACADEMIC SENATE (DAS)**Description**

The DAS president is a faculty member on an eleven- month contract who is assigned .5 release time to perform district-wide work. To further meet district shared governance expectations, the Chancellor, Vista's President, College of Alameda's President, and staff from the district office meet with the Group of Advisory Faculty (GAF) which consists of PFT representatives and the four college Faculty Senate presidents.

Analysis

This year the Chancellor expanded the GAF to include the college Faculty Senate presidents. Through this expansion, the GAF has become more inclusive of college interests and concerns.

VICE PRESIDENT MEETINGS**Description**

The Acting Vice Chancellor meets with the Vice Presidents of Instruction and the Vice Presidents of Student Services twice a month to consult on issues of importance in these areas at the four colleges. Topics include enrollment management, program review, integrated planning, and matriculation.

Analysis

Information gathered at these meetings and recommendations made are carried to the Executive Cabinet and Presidents' Council meetings, as well as back to the colleges for discussion and implementation.

FACULTY HIRING RECOMMENDATIONS

Description

Originally the Senior Vice Chancellor played a final role by reviewing college recommendations before they were submitted to the Chancellor for final approval.

Analysis

This responsibility is now assigned to college presidents. Presidents submit the recommendations directly to the Chancellor and are available to answer his questions before he renders his final decision. The college faculty and administrators consult on these decisions, carefully reviewing department and discipline needs relative to the college's Educational Master Plan and performance indicators. Only then do the recommendations move to the executive administrative levels.

Merritt College Response

The Council of Department Chairs is the governing body at Merritt College that initially addresses requests for additional instructional and counseling faculty. Department chairs must submit data in support of requests: full and part-time FTEF; retention rates; class size; special programmatic needs. The Council reviews the requests, prioritizes a list, and submits it to the Faculty Senate for approval and then to the College Budget Committee for information. The list is then submitted to the College Council which makes a recommendation to the President. After reviewing the list and accompanying justifications, the President submits a list to the Chancellor FOR APPROVAL.

SABBATICALS

Description

Sabbaticals for faculty follow a process outlined in the PFT contract. The district's staff development officer provides in-service training for college faculty.

Analysis

Colleges are responsible for selecting faculty for sabbaticals following a process detailed in the PFT contract. Levels of approval include the college's Staff Development Committee, the Vice President of Instruction, and the College President.

LIBRARY MATERIALS AND INSTRUCTIONAL EQUIPMENT

Description

Prior to Fall 2004, college allocations were calculated using a complicated formula. The final recommendation for allocations would be made by the colleges to the Senior Vice Chancellor and sent on to the Chancellor for his approval.

Analysis

This year an agreement was reached at the Presidents' Council that the colleges would be allocated equipment and library materials funds based upon their FTES for Fall 2002. Colleges would continue to determine how the funds were allocated on the campuses using their established integrated planning and budget processes. Library materials continue to be selected by academic librarians at an individual Peralta college, in consultation with that college's faculty and Curriculum Committee.

CATEGORICAL BUDGET ALLOCATIONS

Description

These allocations are made, for the most, based upon the application of formulas that come from the State Chancellor's Office. Other than for EOPS funds (which are allocated directly by the State), the allocation process takes place in the Research and Institutional Development Office.

Analysis

Funds are passed through to the colleges, where they are managed by categorical fund administrators and specialists. All expenditures are ultimately tracked by the college business managers.

Merritt College Response

With the move of the Senior Vice Chancellor to the presidency of Vista, Educational Services Division functions are either being performed by the Acting Vice Chancellor or have been moved to the colleges for performance and assessment. There is a clear effort to decentralize certain functions, such as program review. The proposed decentralization is under review, and the evidence of its effectiveness will emerge after an academic year has passed.

FINANCE

Description

The roles and responsibilities of the Finance division are 1) to assist the colleges and the district office in achieving their educational missions by providing fiscal stability and compliance with governmental mandates and funding requirements; 2) to implement financial policies and procedures; and 3) to provide leadership in financial services in the areas of purchasing, budgeting, payroll operations, and accounting. Purchasing services include approving requisitions and issuing purchase orders; supervising mailroom and duplication service operations; directing warehouse operations; maintaining inventory of stores, equipments, and fixed assets; and providing mail and supplies delivery services.

Analysis

The selection process for the Chief Financial Officer is in progress and will go to the Board of Trustees for approval upon completion. In the meantime, the Special Assistant to the Chancellor oversees this office, ensuring appropriate attention to district budget matters. Upon assuming this responsibility, he has met regularly with the four college business managers to ensure that the colleges are kept informed of all activities of the district Finance Department.

Merritt College Response

The four College Business Managers meet monthly with the Interim Chief Financial Officer. The CFO brings other district personnel to these meetings to address agenda items.

These meetings have improved communication and cooperation between the campus and district finance personnel. The information flow and timeliness of responses have improved as a direct result of the monthly meetings.

HUMAN RESOURCES

Description

The roles and responsibilities of the Human Resources division are to 1) plan, organize, and administer a comprehensive human resources management program for the district; 2) coordinate and execute policies, methods and procedures pertaining to employee recruitment, selection and performance evaluation; 3) assess professional development needs, classification, and compensation; 4) coordinate all activities of risk management, assisting colleges in providing a safe and healthful educational environment for students, and a safe and healthful working environment for employees, protecting the district against the financial consequences of catastrophic losses and reducing the district's cost of risk; 5) provide health and safety guidelines; 6) develop a district safety policy, safety manual, and loss procedure manual; 7) coordinate employee relations and employee benefits programs; 8) coordinate and provide information regarding affirmative action issues; 9) provide safety and police services; 10) coordinate faculty and staff development; and 11) ensure equal opportunity in employment, programs, activities and educational environments.

Analysis

In March of 2004 there were 66 administrative positions, 26 of which were vacant, 30 permanent, and 10 interim. Today there are 53.5 positions, 9 of which are interim positions, 36 permanently filled, and 8.5 vacant. The hiring process is currently underway for 6 of the vacant and/or interim positions. While March 15th notices were given to all administrators district-wide, only 3 administrators were reassigned and 2 terminated.

In response to accreditation recommendations of June 2004, the Peralta Community College District has demonstrated its commitment to stabilize the district's administrative team by hiring a permanent chancellor. Since the beginning of the year, the Chancellor has put in place the following 17 administrative positions with the help of the Vice Chancellor for Human Resources, thereby increasing the stability of the district. Ten administrative positions have already been filled, 1 at the district office, 2 at College of Alameda, 2 at Merritt College, and 5 at Laney College. In many cases, the Chancellor has assigned interim appointments. The 17 administrative positions are as follows.

District Office (1): Chief Information Officer (May 11, 2004);

College of Alameda (2): Vice President of Instruction (July 6, 2004), and Division Dean II of Business and Transportation (August 31, 2004);

Merritt College (3): Business and Administrative Services Manager, (August 31, 2004), and Dean of Student Services (September 28, 2004); Division Dean II (pending);

Laney College (5): Business and Administrative Services Manager, 2 Deans of Student Support Services (Matriculation; EOPS/CalWORKs/DSP&S); Division Dean II (Humanities); Division Dean II (Vocational Technology) (August 31, 2004);

District Office (6): Six other administrative positions are in the recruitment and selection phase.

- Chief Financial Officer,
- Director of Administrative Services & Information Technology,
- Director of Technology Services/Information Technology,
- Director of Risk Management and Benefits,
- Director of General Services,
- Associate Vice Chancellor, Special Assistant to the Chancellor.

District human resources personnel have been instrumental in expediting the hiring process and handling personnel transactions. Working within the context of the various labor contracts, the district personnel office insures that procedures are followed to allow for fair employment of qualified personnel.

INFORMATION TECHNOLOGY

Description

The roles and responsibilities of the Information Technology Division are to 1) develop short- and long-term strategies to deliver services to meet defined user needs; 2) evaluate technical trends and select directions to effectively meet long-term information needs of user; 3) plan long-term hardware and software acquisitions; 3) plan acquisition of information and office automation systems; 4)

stay current on innovations, changes, trends, and directions in the industry; 5) disseminate pertinent information to staff; 6) identify and reduce system obsolescence; 7) coordinate migrations for minimum disruption to end-users; 8) direct general day-to-day operations, including problem resolutions, staff administration, systems implementation, staff and user training, hardware and proprietary software selection, acquisition, and installation; 9) plan, coordinate, and monitor communications with current and potential users to define needs in user training, systems, and software; 10) evaluate legislative activities and integrate information relevant to information systems; and 11) select, train, delegate responsibility to, and evaluate staff.

Analysis

The Chief Information Officer was hired June 2004 to assume responsibility for all matters related to technology. At the August 31, 2004 meeting, the board voted to allow the district to begin negotiating with PeopleSoft, Inc., for an integrated administrative software system. This new system would ensure that data are available to all faculty and staff for planning and decision-making. Announcements to hire second level managers will be released shortly.

Merritt College Response

Merritt College's IT Department personnel work in concert with the district Information Technology Division, Physical Plant staff, facility project architects, the campus Facility Committee, and the offices of the Vice Presidents and the President to assess campus IT needs and to communicate those needs to district IT and Physical Plant staff. The Campus Network Coordinator has been selected co-chair of the campus Technology Committee, where instructional and administrative technology needs will be addressed.

MARKETING, PUBLIC RELATIONS & COMMUNICATIONS

Description

The roles and responsibilities of the Marketing, Public Relations and Communications Division are to 1) develop a strategic marketing plan, integrating functions of public information, public relations with advertising, publications and news services; 2) develop marketing campaigns for fine arts performances, vocational programs, athletic activities, other special events, and high school recruitment in consultation with college administrators and the director of enrollment; 3) cover Board of Trustees meetings and district-wide meetings as the press information officer; 4) coordinate district-wide promotional activities; 5) develop internal and external newsletters; 6) supervise the publication of schedules, catalogs, brochures, web sites, television and radio ads.; 7) coordinate the functioning of PCTV; 8) produce marketing materials; 9) provide public relations services; 10) provide communications district-wide; and 11) maintain web services.

Analysis

The Executive Director of Marketing has been working with senior officers of the district and the Vista College Public Information Officer to map out an effective marketing plan that will increase the awareness of various programs offered by Peralta Colleges.

PHYSICAL PLANT

Description

The roles and responsibilities of the Physical Plant Department are to 1) provide a safe, operational, and desirable physical environment that supports the educational mission and administrative goals district-wide; 2) organize and implement long and short-range construction, improvement, maintenance and grounds programs; 3) develop five-year construction and deferred maintenance plans; 4) develop, negotiate, prepare for Board approval, and administer construction contracts; 5) assist colleges in facilities planning; 6) provide management oversight for consultants, contractors, and project managers for district facilities programs and capital projects; 7) in conjunction with risk management, develop and implement preventive measures for the health and safety of all staff, students and the public in accordance with appropriate health code standards and the Office of Safety and Health Administration; 8) provide custodial services; 9) maintain and manage district real property inventory; 10) maintain landscapes; and 11) provide all engineering services.

Analysis

The Physical Plant Department is significantly understaffed. Efforts are currently underway to fill all existing vacant positions, and a reorganization of the department under consideration by the Chancellor is expected to greatly improve the department's ability to be more proactive in its short-to-long range planning, and thus more productive in its delivery of services. The current model of decentralized custodial services should be re-visited as a means of addressing the impact of minimal human resources and disparate management styles on district-wide facility cleanliness.

The Director of Physical Plant has met with faculty and staff from the colleges and has taken the necessary steps to initiate various activities and construction projects. These include a new campus for Vista Community College, a new art building for Laney College, and extensive improvements to the physical environment of all four colleges.

Merritt College Response

Merritt College faculty, staff, and administrators have worked closely with the Director of Physical Plant to plan and facilitate work on the landscaping project and the redesign of the Student Activities building. These are both large projects,

and input from faculty and staff was elicited and incorporated. Under the guidance of Physical Plant staff, we are beginning to design modifications to our Science building.

District Recommendation 4C

The Progress Report should detail progress made by the Board on activities undertaken to improve the Board's ability to function effectively in accordance with its role as a policy making body. (Standards 10A.1, 10A.2, 10A.3, 10A.5, 10A.7)

Analysis

The Board held a retreat on May 13th dedicated to a succinct and specific review of the roles and responsibilities of a trustee. This meeting was followed by the passage of Resolution #03/04-50 on June 8, 2004, concerning their commitment to support the accreditation standards, affirming the concept of peer review, and supporting the Chancellor's authority to organize and provide for the educational functions of the district's colleges in order for College of Alameda, Laney College, Merritt College, and Vista Community College to maintain the highest academic standards. The Board committed to working to meet the four conditions as outlined by the March 2003 visiting teams and responding to the Commission's standards for a multi-college district.

Since this time, the Board has adopted the Chancellor's recommendations for reorganization of the District Office, hiring of permanent staff, naming of interim staff where appropriate, and aligning District Office functions to better serve the college communities. At the September 28th Board meeting, the Board adopted new goals that articulate an agreed-upon direction for the district.

APPENDIX